







Model Lesson Example	
Content Area(s)/Course/Grade: English/Language Arts/Grade 3	Unit 3: Inspirational Leaders
Lesson Topic:  List-Group-Label vocabulary strategy (Malala Yousafzai extended text)	Suggested Length: One hour class period
<p>Standard Codes and Learning Targets:</p> <p>RI.1 </p> <ul style="list-style-type: none"> • Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text. • Apply academic and domain-specific vocabulary when writing about or discussing informational texts. • Select relevant textual evidence when responding either orally or in writing to text-specific questions. <p>I Can ask and answer questions using the text for support to show my understanding. </p> <p>SL.1</p> <ul style="list-style-type: none"> • Participate in group discussions on a variety of topics. • Use relevant information to engage in discussions. <p>I Can explain my own thinking and ideas.</p> <p>SL.3</p> <ul style="list-style-type: none"> • Demonstrate active listening. <p>I Can ask and answer questions about information I hear from another speaker.</p> <p>SL.6</p> <ul style="list-style-type: none"> • Recognize and speak appropriately for audience, environment, and purpose. <p>L.4</p> <ul style="list-style-type: none"> • Access and connect prior knowledge and experiences to determine the meaning of words and phrases. • Discuss words and word meanings as they are encountered in text, instruction, and conversation. <p>I Can identify a real-life connection between a word and its use.</p>	
<p>Objectives:</p> <p>Students will be able to: </p> <ol style="list-style-type: none"> 1. <u>Produce</u> words related to inspirational leaders. (RI.1, L.4, SL.1)  2. <u>Recognize</u> how to use sentence stems appropriately. (SL.1, SL.3) 3. <u>Organize</u> words into groups based on their relationship. (RI.1, L.4) 4. <u>Justify</u> reasoning for grouping words together. (SL.6, L.4, SL.1, RI.1) 	

Model Lesson Example

Assessments

Formative:

- Teacher Created Checklist 
- Student Observations

Summative:

- List-Group-Label Charts with Student Explanations

Context for Learning

Learning how to communicate ideas effectively is an important skill that sets students up for success in daily life and in work later. Likewise, collaboration, critical thinking and creativity are other 21st-century skills that lead to an overall greater impact. This specific vocabulary strategy promotes all these skills while emphasizing a real-world connection as students explain their reasoning for grouping vocabulary words.

Essential Questions:


- Why is it important to read a variety of texts on inspirational leaders?
- What are the common character traits of inspirational leaders?
- How do readers use evidence from text to support their ideas or conclusions?

Instructional Delivery

Opening Activities/Motivation:

- The teacher will post brightly colored sticky notes on the white board, and post blank anchor charts around the classroom.

Procedures:

Whole group instruction: 

- The teacher will ask students to think about what we've read and learned in Unit 3 (inspirational leaders) After giving students thinking time, the teacher will instruct students to produce one word that is related to inspirational leaders. (TTW record each student's response under a sticky note on the board).
- Once each student is finished sharing their word, the teacher will model for students how to use sentence stems in the small group activity that is next. The teacher will go over expectations as a whole group and have students practice speaking and listening using the stems as she walks around the room.

Small Group Instruction:


- Students will be in groups of 3-4. Students will divide the words up from the board so that each student writes down 4 of the words each on separate sticky note. Once all the words are written

Model Lesson Example

down on sticky notes, each student will take a turn to place the words into groups, and justify their reasoning why, using the sentence stems to help.

- The other group members will be listening to their classmate explain their reasoning. After each student speaks, the student group will discuss what they think the group of words should be called. (E.g., Summer Activities versus Sports). They will agree on the grouping titles and then share their final decisions and reasoning with the class.

Independent Work:

- Each student will answer the following reflection question that is posted on the board. 
 1. Did you find the sentence stems helpful? Why or why not?
 2. Why is it important to be a good listener in a group of people?
 3. How is being able to respectfully communicate with others helpful in the real world?

Closure:

- The teacher will randomly call on a few students to share their reflection answers. 